

Grade 7

Argument Writing – Talk to Me

Instructional Unit Resource for the
*South Carolina College- and Career-Ready Standards for
English Language Arts*

South Carolina Department of Education
Office of Standards and Learning
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Grade 7: Argument Writing:
Talk to Me: Using Argument writing to Develop Speeches

Unit Rationale/Overview:

This unit centers on argument writing in the speech format for the final seventh grade assessment. It provides students with opportunities to introduce a counterclaim and interact with an authentic target audience. These skills are important components of the Profile of the South Carolina Graduate

(<http://www.eoc.sc.gov/Home/Profile%20of%20the%20Graduate/Profile%20of%20the%20SC%20Graduate.pdf>), which calls for students to display skills in creativity, innovation, communication, and information use.

Estimated time frame: three- four weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standard(s)/ Indicator(s)

Writing

7.W.1 Write arguments to support claims with clear reasons and relevant evidence.

- 7.W.1.1 Write arguments that:
- introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;
 - use relevant information from multiple print and multimedia sources;
 - support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;
 - use an organizational structure that provides unity and clarity among claims, reasons, and evidence;
 - develop the claim, providing credible evidence and data for each;
 - develop and strengthen writing as needed by planning, revising, editing, rewriting;
 - paraphrase, quote, and summarize, avoiding plagiarism and following a standard format for citation;
 - establish and maintain a formal style and objective tone; and
 - provide a concluding statement or section that follows from and supports the argument.

Communication

7.C.1 Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

- 7.C.1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.

- 7.C.1.3 Apply effective communication techniques and the use of formal or informal voice based on audience, setting, and tasks.
- 7.C.1.5 Consider new ideas and diverse perspectives of others when forming opinions regarding a topic, text, or issue.
- 7.C.2 Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.**
- 7.C.2.1 Gather relevant information from diverse print and multimedia sources to articulate claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions facts and details.
- 7.C.2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 7.C.3 Communicate information through strategic use of multiple modalities, visual displays, and multimedia to enrich understanding when presenting ideas and information.**
- 7.C.3.2 Utilize multimedia to clarify information and strengthen claims or evidence.
- 7.C.4 Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.**
- 7.C.4.1 Determine the effectiveness of a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- 7.C.4.3 Analyze the presentation to determine how the speaker: a. articulates a clear message; b. monitors audience awareness; c. addresses possible misconceptions or objections; d. chooses appropriate media; and e. uses an appropriate style for the audience.
- 7.C.5 Incorporate craft techniques to engage and impact audience and convey messages.**
- 7.C.5.2 Select and employ a variety of craft techniques to convey a message and impact the audience.

Embedded Standard(s)/ Indicator(s)

Inquiry-Based Literacy

- 7.I.1 Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**
- 7.I.1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.
- 7.I.2 Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**
- 7.I.2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.

Reading-Informational Text

7.RI.4 Read with sufficient accuracy and fluency to support comprehension.

7.RI.5 Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

7.RI.5.1 Cite multiple examples of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

7.RI.7 Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.RI.8 Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

7.RI.8.2 Determine the impact of text features and structures on an author's ideas or claim

7.RI.11 Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

7.RI.11.2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Clarifying Notes and "I Can" Statements

"I Can" statements are learning targets for what students need to know and accomplish as related to the standards/indicators.

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then has them work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include teacher and students' working together, students' working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the "I can" statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.

Overarching "I Can" Statement for the Entire Unit

I can formulate a well-informed argument/claim on a controversial topic through research of a variety of texts and media related to a particular issue. (7.W.1)

Individual Lesson "I Can" Statements

- I can identify effective characteristics and rhetorical devices in speeches. (7.C.1.3, 7.C.4.1)
- I can analyze and organize a speech to logically communicate my reasons and evidence in support of my argument/claim.(7.W.1.a, c, d. 7.C.2.1)
- I can support my claim/position on a controversial topic through relevant and credible facts, details, and evidence based on

research of reliable sources and collaborating with peers. (7.W.1.b, 7.W.1.c, 7.W.1.e, 7.C.1.1)

- I can effectively summarize, paraphrase, and/or directly quote my evidence. (7.W.1.g, 7.C.2.3)
- I can parenthetically cite my sources using a standardized citation format. (i.e., MLA, APA). (7.W.1.b, 7.C.2.1)
- I can cite my sources in a reference list using a standardized citation format (i.e., MLA, APA). (7.W.1.b, 7.C.2.1)
- I can acknowledge and refute an opposing claim. (7.W.1.a, 7.W.1.c)
- I can engage in the writing process to plan, revise, and edit my speech to fix errors and ensure it maintains a formal style and objective tone. (7.W.1.h)
- I can effectively deliver a persuasive speech. (7.C.1.3, 7.C.5.2)
- I can analyze the effectiveness of a persuasive speech. (7.C.4.1, 7.C.4.3)

Essential Questions

The **suggested** overarching question(s) that students could use to help guide student inquiry.

- How can persuasive writing be crafted so it motivates and influences a reaction from its audience?
- What are the characteristics of reliable sources used for research?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do. Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. The ideal time to deliver explicit instruction for the terms would be during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers. For example, students should be able to say, “My **claim** is that schools should be required to recycle food waste. My **reasons** for this include...”

claim

reason

counterclaim/opposing claim

refutation

relevant evidence

credible source

unity

clarity

plagiarism

citation

bibliography/references

formal style

Prior Knowledge
<p>Students will need to know:</p> <ul style="list-style-type: none"> the definition of claim the difference between fact and opinion and the effective use of evidence in support of a claim organizational text structures (compare/contrast, cause/effect, problem/solution, chronological, etc.) paragraph structure (topic sentence, elaboration, etc.) transition words the definition of paraphrase, summarize, and quotation the definition of plagiarism revision and editing techniques (editing marks, definition of revise and edit)
Subsequent Knowledge
<p>In 8th grade students will be asked to expand upon the pieces of an argumentative piece by</p> <ul style="list-style-type: none"> using valid reasoning acknowledging and distinguishing the claim from the opposing claim providing a variety of evidence using verifiable sources using an organizational structure that provides unity and coherence among claims, counterclaims, reasons, and evidence
Potential Instructional Strategies
<p>The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to <i>think through</i> the process while demonstrating it. The guided practice (we do) might include teacher and students’ working together, students’ working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the “I can” statement (and standard). Naturally, this format is not required, and teachers who choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students.</p> <p>Learning Target: I can identify effective characteristics and rhetorical devices in speeches. (7.C.1.3, 7.C.4.1)</p> <p>Guiding Question: What makes a speech effective?</p> <ul style="list-style-type: none"> Model (I do): Create an anchor chart with students on what constitutes an effective speech. Choose a speech students may be familiar with such as “I Have a Dream” by Martin Luther King Jr. The speech can be found in text and audio form at http://www.americanrhetoric.com/speeches/mlkihaveadream.htm and read aloud with students while identifying elements of effective speech writing, such as repetition, rhetorical questions, rhyming, alliteration, positive tone, and problem/solution organization. The SOAPSTone (Speaker/Occasion/Audience/Purpose/Subject/Tone) strategy would be helpful in the analysis

of the speech. Use this link to learn more about the SOAPSTone strategy:

http://apcentral.collegeboard.com/apc/public/preap/teachers_corner/45200.html

- **Guided Practice** (We do): In small groups, students can analyze speeches, using the SOAPSTone strategy (<http://teacherweb.com/LA/MandevilleHighSchool/Hooker/soapstone-reading-strategy.pdf>) and identifying effective rhetoric. They will complete a gallery walk to discuss findings.
- **Independent Practice** (You do): Students will begin planning their speeches by choosing from a list of topics and completing a SOAPSTone. They can begin drafting their speeches and incorporating effective speech strategies and rhetoric.

Speech Topics:

- Write Out Loud's Persuasive Speech Topics: <http://www.write-out-loud.com/speech-topics-for-children.html>
- ProCon.org: a website that offers two sides of popular topics; not always written by professionals (recommended that you preview content)- www.procon.org
- Argument Writing Prompts List: www.englishlinx.com/writing_prompts/argumentative/

Speeches:

- Top 100 Speeches from American Rhetoric: <http://www.americanrhetoric.com/top100speechesall.html>
- History Place's Great Speeches Collection: <http://www.historyplace.com/speeches/previous.htm>

SOAPSTone:

- Handout/Resource: <http://teacherweb.com/LA/MandevilleHighSchool/Hooker/soapstone-reading-strategy.pdf>

Learning Target: I can analyze how a speech's organization logically communicates the author's reasons and evidence in support of his or her argument/claim. (7.W.1.a, c, d. 7.C.2.1)

Guiding Question: How does a writer logically organize a speech to persuade an audience?

- **Model** (I do): Model use of Monroe's Motivated Sequence: <https://www.mindtools.com/pages/article/MonroeMotivatedSequence.htm> See resources below for additional information on Monroe's Motivated Sequence, which provides both speech examples and non-examples. Identify the steps and discuss the connection to the target audience with students.

- **Guided Practice** (We do): In small groups or pairs, students will analyze a speech to identify Monroe's Motivated Sequence and make connections to the target audience.
- **Independent Practice** (You do): Students will organize their speeches, using Monroe's Motivated Sequence. A graphic organizer could be developed to assist students.

Monroe's Motivated Sequence:

Mind Tools Editorial on Monroe's Motivated Sequence: <https://www.mindtools.com/pages/article/MonroeMotivatedSequence.htm>

- Write Out Loud's Persuasive Speech Outline: <http://www.write-out-loud.com/persuasive-speech-outline.html>
- How to Persuade Anyone Using Monroe's Motivated Sequence, YouTube Video: <https://www.youtube.com/watch?v=GCzReXy7lF>

Learning Target: I can support my claim through relevant facts, details, and evidence based on research of reliable sources and collaborating with peers. (7.W.1.b, 7.W.1.c, 7.W.1.e, 7.C.1.1)

Guiding Question: How does an author incorporate reliable evidence into a speech in order to support a claim?

- **Model** (I do): Using a speech, think-aloud to identify places where the writer had clearly conducted research. Discuss with students the importance of supporting an argument. Use another speech that clearly has no research as a non-example and think-aloud, formulating questions the writer leaves unanswered.
- **Guided Practice** (We do): In small groups or pairs, the students will analyze the non-example speech and find research to add to support the argument. Students will compare their findings with the findings of other groups and decide which information provides the most effective support.
- **Independent Practice** (You do): Students will conduct research for their own speeches, using online databases for reliable resources.

Argumentative Research Sites:

- Procon.org is a leading source for opposing sides of controversial issues. This site contains links to resources on various topics. <http://www.procon.org/>
- SCDISCUS is an online learning database accessible for free from any school, library or from a private connection via password: <http://scdiscus.org/>

- Newsela is a database of current events where articles can be customized by various Lexile levels; quizzes are also provided for some articles: <https://newsela.com/>
- New York Times: Room for Debate: <http://www.nytimes.com/roomfordebate>
- Debate.org: <http://www.debate.org/>

Learning Target: I can support my claim through relevant facts, details, and evidence based on research of reliable sources and collaborating with peers. (7.W.1.b, 7.W.1.c, 7.W.1.e, 7.C.1.1)

Guiding Question: How can a reader determine if a website is reliable?

Note:

Before modeling, students will need to learn or review the terms used in assessing website reliability. You might also choose to use the prior or subsequent lesson to teach and model how to perform effective internet and database searches.

- **Model** (I do): Choose a method of determining a website's credibility (i.e. ABCD - authority, bias, currency, documentation; ABCD - author, bias, content, date; or CRAAP - currency, relevancy, authority, accuracy, purpose) and model using that method to distinguish between a reliable and an unreliable website. It might be simpler for the students to fill in a chart with each piece.
- **Guided** (We do): Assign student pairs to possible websites to analyze for reliability. Have them analyze the sites, using the same method you did.
- **Independent** (You do): Students perform the search for the information they want to use in their speeches, evaluating each website with the correct method to ensure its credibility.

Website Credibility Sites:

- ABCD - Authority, Bias, Currency, Documentation: <http://files.campus.edublogs.org/weblog.packer.edu/dist/3/28/files/2012/04/ABCD-Web-Evaluation-Guide-wik473.pdf>
- ABCD - Author, Bias, Content, Date: <http://nova.campusguides.com/evaluate/abcd>
- CRAAP - Currency, Relevancy, Authority, Accuracy, Purpose: <http://nova.campusguides.com/evaluate>
- Purdue OWL PPT on Evaluating Internet Sources: <users.ipfw.edu/wellerw/Internet.ppt> (the PowerPoint will download automatically)

Learning Target: I can effectively summarize, paraphrase, and/or directly quote my evidence. (7.W.1.g, 7.C.2.3)

Guiding Question: How can I summarize, paraphrase, and quote without plagiarizing?

Note:

Before engaging in paraphrasing and summarizing, students should know how to paraphrase and summarize properly without plagiarizing. You might consider providing them with notes or explaining that an effective paraphrase/summary will not include words from the original source (other than essential words, such as proper nouns or technical terms) and that the sentence structure cannot remain the same as the original. When learning to paraphrase, many students plagiarize by consulting a thesaurus to find substitutes for the original words without changing the sentence structure.

- **Model/Guided/Independent:** (Choose a strategy to model and have students continue with guided and independent practice; some suggested strategies are offered)
 - **Paraphrasing:**
 - **Strategy 1:** Read the passage; then cover it up. Think about what you read. Write the “gist” or main idea in your own words. Check it against the original to see if you changed the words and the sentence structure.
 - **Strategy 2:** Introduce students to Handyman Dan’s paraphrasing website (<http://handymanonline.com/Paraphrasing-tool.html>). Copy and paste the original text in the first box. Write the paraphrase in the second box. Show students how to use the tools provided to check their work.
 - **Strategy 3:** Make the students the experts. Model how to paraphrase a passage. Project or hand out a short passage or sentence, and have students write their paraphrased work on individual white boards. Those students who paraphrased correctly qualify as experts and can check their classmates’ work and provide tutoring.
 - **Summarizing:**
 - **Strategy 1:** Get the Gist <http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>
 - **Strategy 2:** Burrito Paragraph Summary <http://meridian.adams12.org/sites/meridian.d7sb.adams12.org/files/users/der006323/attachments/Burrito%20Summary.pdf>

Note:

Before the next lesson, have students spend time gathering resources and summarizing and paraphrasing their text evidence in the body/development part of their speech. You might make this assignment in conjunction with the next lesson, or consider teaching how to write proper in-text citations before students create their paragraphs. It is generally easier for students to include the citations as they write rather than after they have finished. Remember to refer back to Monroe’s Motivated Sequence if you used/introduced this skill previously.

Learning Target: I can parenthetically cite my sources, using a standardized citation format (i.e., MLA, APA). (7.W.1.b, 7.C.2.1)

Guiding Question: How do you know someone has used research when he/she delivers a speech?

Note:

Check with your district to see if there is a requirement that you use a specific citation format (i.e. MLA, APA).

- **Model** (I do): Write a few sentences of a body paragraph taken from a source. Within the sentences, model how to cite the source by mentioning the author or article title within the sentence itself (i.e. “According to Butler, if a dessert doesn’t have chocolate, it is a waste of sugar”) and adding necessary page numbers in parentheses. Emphasize the need to include citations in this manner so that the audience is aware that actual research has been done. Use the [In Text Citation MLA Cheat Sheet](#) in the Appendix as a reference.
- **Guided Practice** (We do): Students could complete the paragraph in partners, correctly writing and placing the citations.
- **Independent Practice** (You do): Students write their paragraphs, correctly inserting properly formatted parenthetical citations throughout.

Automatic Citation Generators

- Bibme.org lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks: www.bibme.org
- Easybib.com lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks: www.easysbib.com
- Microsoft Word has resources for creating parenthetical citations and a reference list as you write. Instructions for creating a bibliography and using these features can be found on their support page: <https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413ddb>

Citation Style Resources

- Under the Quick Help box on the right, choose the format your students will be using (MLA, APA, etc.) to open a color-coded citation resource, created by the University of Illinois: http://www.library.illinois.edu/learn/intro/citing_source.html
- The Purdue Online Writing Lab (OWL) is a useful resource for any citation question: <https://owl.english.purdue.edu/owl/>

Learning Target: I can acknowledge and refute an opposing claim. (7.W.1.a, 7.W.1.c)

Guiding Question: What separates argument writing from persuasive writing? (The inclusion of an opposing claim and a focus on fact)

Note:

This lesson uses a more advanced form of introducing counterclaims than may be feasible for seventh grade learners. Although these lessons have been used effectively in a seventh grade classroom with all levels of learners, teachers may choose instead to include the following lessons to build on previous argument writing experiences or challenge high performing students/classes. This lesson could also be used as a scaffold later in the unit when high performing students are preparing to revise their work.

Teachers who choose not to have their students write an opposing claim paragraph will still want to introduce the idea of an opposing claim and explain its purpose. The introduction could include a counterclaim statement attached to the claim statement. (For example: Though some argue that year-round schooling is ineffective, it is likely that students will retain more information in the long run if their learning is not interrupted by a two month break each year.)

- **Model (I do):** After introducing the terms “opposing claim” and “counterclaim,” model how to write one of each. Show students a claim statement, and model your thinking process to make it a counterclaim. You might choose to include the phrase “some people believe” to introduce the opposing claim, or wait until it is time to write. See the [Counterclaim and Rebuttal PPT](#) in the Appendix for practice ideas.
- **Guided Practice (We do):** Students practice by going through the [Counterclaim and Rebuttal PPT](#) in the Appendix or working with teacher-created claims.
- **Independent Practice (You do):** Students determine what an effective opposing claim to their topic might be.
- **Model (I do):** Repeat the same process as above, working with a rebuttal statement. Explain how a rebuttal is the re-BUT-tal of the opposing claim. You may choose to introduce it in terms of “some people believe” (the opposing claim), BUT (here is why they are mistaken). See the [Counterclaim and Rebuttal PPT](#) in the Appendix for rebuttal types and practice ideas.
- **Guided Practice (We do):** Students practice by going through the [Counterclaim and Rebuttal PPT](#) in the Appendix or working with teacher-created claims.
- **Independent Practice (You do):** Students write a rebuttal statement to their previously chosen opposing claim. Emphasize that their rebuttal should be supportable with textual evidence that will NOT repeat information already included in their speeches.
- **Model (I do):** Model the correct way for students to put together a counterclaim paragraph that includes an opposing claim,

rebuttal, and counter evidence (evidence for the rebuttal). Provide recommendations for transitions to begin the opposing claim (such as “some people believe” or something that clearly indicates this opinion is not theirs, rebuttal (such as “however,” “this may be true, but,” etc.), and counter evidence (such as “in fact,” or “research shows,” etc.).

- **Guided Practice** (We do): For further practice, students might write a second counterclaim paragraph to the model essay’s primary claim before writing their own.
- **Independent Practice** (You do): Students should use the opposing claim and rebuttal statements they created earlier and combine them in a paragraph that includes evidence for the rebuttal.

Opposing Claim and Rebuttal Writing Resources

- Counterclaim and Rebuttal PPT - includes claims on various topics that provide students with the opportunity to practice writing opposing claims. It also includes claims and opposing claims on various topics so that students can practice writing rebuttal statements. See [Counterclaim and Rebuttal PPT](#) in the Appendix.
- The Counterclaim Paragraph Song (PPT Version – can be sung to the tune of “Dem Bones”). See The [Counterclaim Paragraph Song PPT](#) in the Appendix.
- Counterclaim/Refutation Writing Handout - Provides recommendations for transition words to use between the parts of the paragraph: http://astoreva.weebly.com/uploads/1/6/8/5/16859320/counterarguments_refutation_and_conclusion.doc (The Word document will automatically download).
- Writing Refutations Handout - the most valuable pages are likely the ones that include the transition words for introducing a counterargument (rebuttal): bogglesworldesl.com/files/refutinganargument.doc (The Word document will automatically download).

Learning Target: I can cite my sources in a reference list using a standardized citation format (i.e., MLA, APA). (7.W.1.b, 7.C.2.1)

Guiding Questions: Why is it important to include a list of citations at the end of a piece? Why is it important for your reference list to follow a standardized format?

Note:

Even though students will be delivering a speech, they should still include all of the references and practice citing their sources. Check with your district to see if there is a requirement that you use a specific citation format (i.e. MLA, APA).

- **Model** (I do): Pull up a resource that you have used for modeling. Show students how to format the page properly, with title,

double spacing, and hanging indent (or other formatting, as required for the style you are using). If technology is available, teach students how to use bibme.org or easybib.com to find their source, fill in the missing information, and copy and paste the created citation by maintaining the formatting (pressing ctrl+V in a web-based program such as Google docs or ctrl+alt+V in Microsoft Word [select unformatted text] will paste the material and format it to match the formatting of the document). If technology is not available, consider printing your students a citation cheat sheet such as a color-coded one from the University of Illinois

(http://www.library.illinois.edu/learn/intro/citing_source.html) or information from the Purdue OWL website (<https://owl.english.purdue.edu/owl/>)

- **Guided Practice (We do):** Give students a list of references to cite. You might only include the type of sources they will be using for their editorials, or a mixture of source types, depending on your time and needs.
- **Independent Practice (You do):** Students cite the sources used for their editorials on a separate reference page.

Automatic Citation Generators

- Bibme.org lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks: www.bibme.org
- Easybib.com lets you choose your citation format, enter the website or source title, and matches to their database, leaving you to just fill in the blanks: www.easysbib.com
- Microsoft Word has resources for creating parenthetical citations and a reference list as you write. Instructions for creating a bibliography and using these features can be found on their support page: <https://support.office.com/en-us/article/Create-a-bibliography-3403c027-96c8-40d3-a386-bfd5c413ddbb>

Citation Style Resources

- Under the Quick Help box on the right, choose the format your students will be using (MLA, APA, etc.) to open a color-coded citation resource created by the University of Illinois: http://www.library.illinois.edu/learn/intro/citing_source.html
- The Purdue Online Writing Lab (OWL) is a useful resource for any citation questions: <https://owl.english.purdue.edu/owl/>

Learning Target: I can engage in the writing process to plan, revise, and edit my speech. (7.W.1.h)

Guiding Question: How do authors effectively use the writing process?

- **Model (I do):** Model using the activities and writings in the unit to draft a speech. Model revision strategy STAR. STAR revision strategy: (Substitute, Take out, Add, Rearrange).
<http://barrylangarts.wikispaces.com/file/view/STAR+Revision+System.pdf>
- **Guided Practice (We do):** In pairs, students will peer conference and revise their speech drafts using STAR.
- **Independent Practice (You do):** Students will continue to revise and edit their speeches. Teacher conferences will also be held.

SWANS

Another Peer Revision/Editing Strategy:

This strategy would be effective either before, during, or after drafting. It could also be used as students practice delivering their speeches to provide constructive feedback on their presentation and delivery techniques.

- S-Strengths
- W-Weaknesses
- ANS-And Next Steps

Revision Resources:

- STAR Revision: <http://barrylangarts.wikispaces.com/file/view/STAR+Revision+System.pdf>

Teacher Conferences:

- Purdue OWL, Meeting 1:1 with Students: <https://owl.english.purdue.edu/owl/resource/663/01/>

Learning Target: I can effectively deliver a persuasive speech. (7.C.1.3, 7.C.5.2)

Guiding Question: How does a speaker effectively deliver a speech?

- **Model (I do):** Create an Effective Presentation anchor chart with students. Show video of “I Have a Dream” by Martin Luther King Jr.: <https://www.youtube.com/watch?v=3vDWWy4CMhE> or other speech relevant to the grade-level curriculum. Do a think-aloud identifying effective presentation elements.
- **Guided Practice (We do):** Students will read their speeches to partners while practicing effective presentation techniques. If the technology is available, have students record each other via video or audio and play it back to make revisions.

- **Independent Practice** (You do): Students will practice delivering their speeches in preparation for delivering their speeches to the class.

Speech Video Resources:

- Ashton Kutcher: <https://www.youtube.com/watch?v=FNXwKGZHmDc&nohtml5=False>
- Malala Yousafzai: <https://www.youtube.com/watch?v=8hx0ajieM3M&nohtml5=False>
- Kid President: <https://www.youtube.com/watch?v=4z7gDsSKUmU&nohtml5=False>
- Girl on ECO: <https://www.youtube.com/watch?v=TQmz6Rbpnu0&nohtml5=False>
- There are also countless student videos that could be used as examples and nonexamples

Learning Target: I can analyze the effectiveness of a persuasive speech. (7.C.4.1, 7.C.4.3)

Guiding Question: How does a listener analyze the effectiveness of a speech?

- **Model** (I do): Review effective speech elements practiced during the unit. Model effective listening strategies with speech videos.
- **Guided Practice** (We do): In pairs students will practice delivering their speeches. Each partner will deliver his/her speech, then switch roles to become an active listener. A graphic organizer could be used to guide discussions
- **Independent Practice** (You do): Students will complete an effectiveness checklist while listening to classmates' speeches. They could also use the Persuasive Speech Rubric below.

Active Listener Strategies:

- Active Listening: Hear What People Are Really Saying: <https://www.mindtools.com/CommSkill/ActiveListening.htm>
- Three Steps to Teaching Students Active Listening Skills: <http://www.schoolimprovement.com/strategy-of-the-week/teaching-students-active-listening-skills/>

Analyzing Speeches:

- Read Write Think Outline of Questions: http://www.readwritethink.org/files/resources/lesson_images/lesson885/speech-analysis.pdf

- How to Study and Critique a Speech: <http://sixminutes.dlugan.com/speech-evaluation-1-how-to-study-critique-speech/>
- Checklist: https://apps.carleton.edu/campus/asc/assets/Speech_Checklist.pdf
- Checklist: <https://www.hawaii.edu/mauispeech/pdf/outlinechecksheets.pdf>
- Persuasive Speech Rubric: http://www.readwritethink.org/files/resources/lesson_images/lesson414/rubric.pdf

Potential ways to integrate with other contents areas:

- An easy integration strategy would be to work with your science or social studies department and align your informational texts and topics with a topic or standard they are currently covering.
 - For example, when science teachers are covering genetics, students could research the pros and cons of genetic engineering and write speeches arguing for the continuation or limitation of these practices. Near the end of the year, students might write and deliver speeches on which body system is the most important or necessary for survival.
 - To tie in with social studies, students might write an argument speech on which is the best governmental system, whether we should have free or limited government, or which factors were most instrumental in beginning or ending a historical event they have studied (such as the Russian Revolution, WWI, WWII, industrialization, etc.).

Potential Assessment Tasks

- The independent practice (I do) components of each lesson may serve as formative checks of students' understanding of the standard. Additional practices may be included as necessary.
- The culminating performance task (summative assessment) will be an argument speech: Students will create and present an argument speech on a controversial topic using craft techniques and persuasive rhetoric that appeals to their target audience. See [Talk to Me: Argumentative Speech Writing and Presentation Assessment Handout](#) in Appendix for instructions. Teachers may choose to assess the speech using both the provided speech analysis rubric and a writing rubric, such as the SC Ready Text Dependent Analysis Rubric (<http://ed.sc.gov/tests/middle/south-carolina-college-and-career-ready-assessments-sc-ready/>) or create a rubric that combines pertinent elements.

Resources

Speech Writing Resources:

Scholastic's Speech Writing Steps: <http://teacher.scholastic.com/writewit/speech/index.htm>

Read Write Think's Developing, Writing, and Evaluating Persuasive Speeches Lesson Plan:

<http://www.readwritethink.org/resources/resource-print.html?id=414> (This lesson is for 4-5 grade, but could be modified for 7th grade)

Evaluating Websites:

ABCD website evaluation guide

<http://files.campus.edublogs.org/weblog.packer.edu/dist/3/28/files/2012/04/ABCD-Web-Evaluation-Guide-wik473.pdf>

Evaluate sources: CRAAP test.

<http://nova.campusguides.com/evaluate>

Speech Examples:

American rhetoric: Top 100 speeches

<http://www.americanrhetoric.com/top100speechesall.html>

Ashton Kutcher speech - teen choice awards [Video file].

<https://www.youtube.com/watch?v=FNXwKGZHmDc&nohtml5=False>

How to persuade anyone using Monroe's motivated sequence

<https://www.youtube.com/watch?v=GCzReXy7lFg>

Kid president - how to change the world (a work in progress)

<https://www.youtube.com/watch?v=4z7gDsSKUmU&nohtml5=False>

Martin Luther King, Jr. I have a dream speech

<https://www.youtube.com/watch?v=3vDWWy4CMhE>

Watch Malala Yousafzai's Nobel Peace Prize acceptance speech

<https://www.youtube.com/watch?v=8hx0ajieM3M&nohtml5=False>

Debates

<http://www.debate.org/>

Summarizing and Paraphrasing:

Burrito paragraph summary [PDF document].

<http://meridian.adams12.org/sites/meridian.d7sb.adams12.org/files/users/der006323/attachments/Burrito%20Summary.pdf>

Handyman Dan:

<http://handymanonline.com/Paraphrasing-tool.html>

Gist Statements:

<http://www.readwritethink.org/classroom-resources/lesson-plans/gist-summarizing-strategy-content-290.html>

Counterclaims and Rebuttals:

Counterclaims and rebuttals: How to introduce and refute (rebut) the counterarguments

http://astoreva.weebly.com/uploads/1/6/8/5/16859320/counterarguments_refutation_and_conclusion.doc

The history place: Great speeches collection.

<http://www.historyplace.com/speeches/previous.htm>

Grade 7: Talk to Me Assessment Handout

Have strong opinions? Want to prove your point and convince people to agree with you? Then creating an argumentative speech can be your ticket to success! Follow these guidelines to create your speech:

1. Select a controversial issue that affects your community, school, state or nation
2. Form an opinion (claim); either pro (for) or con (against) about the issue
3. Gather relevant support for your claim
4. Acknowledge the opposing claim
5. Call the listener to action

Organize your speech using this format to effectively convince your audience:

Grab the Audience's Attention:

- Startle your reader
- Connect with them
- Introduce the issue and your reasons

Establish the Need:

- Convince the audience there is a problem
- Support your reasons with relevant evidence
- Explain how your evidence proves your opinion is true
- Acknowledge opposing claims

Satisfy the Need:

- Provide your audience with a solution they might agree with
- Discuss facts
- Present your audience with action steps to take or what to believe

Visualize the Future:

- Bring your audience into the future with your beliefs and ideas

Presenting your Speech: You will present your speech using effective delivery techniques:

- Eye contact with the audience
- Using appropriate volume, tone, and pacing
- Effective use of visuals

Reference Cited:

Monroe's motivated sequence: Perfecting the call to act. (2016). Retrieved April 26, 2016, from <https://www.mindtools.com/pages/article/MonroeMotivatedSequence.htm>

**Grade 7: Talk to Me
Assessment Handout**

Criteria	Exceeds	Meets	Approaches	Below
Topic Focus	Appropriately focused topic with a clearly communicated understanding of the purpose for the speech	Focused topic with partially demonstrated understanding of the purpose for the speech	Somewhat focused topic or a vague sense of the purpose for the speech, which require the audience to make assumptions	A lack of focus or confused purpose, which result in confusion on the part of the audience
Evidence and Explanation	Clear and convincing command of facts and information with insightful explanations that help to illustrate the speaker's ideas and arguments	Clear use of facts and information with partially developed explanations in support of the speaker's ideas or arguments	Partially clear use of facts and information with limited or incomplete explanations to support the speaker's ideas or arguments	Confusing or incomplete facts with little and/or confusing explanations as to how the facts support the speaker's ideas or arguments
Organization	Clearly and logically organized speech with an engaging introduction, a logically sequenced body with appropriate transitions, and a clear and convincing conclusion	Clear attempt at organization with a beginning, middle, and end and an attempt to use transitions	Some inconsistencies in organization and/or a lack of sustained focus throughout the speech with inconsistently use transitions	A lack of organization makes it difficult to follow the speaker's ideas; speech may be too conversational and may ramble without a clear beginning, middle, or end
Word Choice	Uses sophisticated and varied language that is suited to the topic and audience; word choice effectively conveys the appropriate tone given the purpose of the speech	Uses appropriate language and word choice, but with less sophistication, expressiveness and/or originality	Use words that may be unsuited to the topic, audience or purpose of the speech; word choice fails to convey an appropriate tone for the speech	Inappropriate use of language distracts the audience because it is too informal given the topic and purpose of the speech
Conventions	Few spelling, grammar, punctuation, or capitalization errors	Some spelling, grammar, punctuation and/or capitalization errors but do not impact effectiveness of speech	Several errors that may impact the comprehension and effectiveness of the speech	Errors are distracting and impact the overall meaning of the speech

Reference Cited:

Hoffman, S. (2015). *Written speech rubric*. [Word document]. Retrieved June 13, 2016, from <https://englishdepartmentfalla.wikispaces.com/file/view/WRITTEN-ORAL+SPEECH+RUBRIC.doc>

Grade 7: Talk to Me
In-Text Citations Cheat Sheet for MLA

	Book	Magazine or Newspaper	Encyclopedia	Website
One Author	Author's last name & page number	Author's last name & page number	Author's last name & page number	Author's last name only
	Tulips will alternate between opening and closing as the day progresses (Remes 26).			Tulips are indeed popular; they are "the world's third most popular flower after the rose and chrysanthemum" (Jirage).
No Author	Title of book & page number Tulips seem to be very strong flowers as they "come back stronger every year" (<u>Tulip Talk</u> 78). (Not likely to happen)	Title of article & page number Tulips seem to be very strong flowers because they come back in greater numbers annually ("The Comeback Kids" 123-24).	Title of main entry & page number Tulips seem to be very strong flowers as they "come back stronger every year" ("Tulips"634).	Title of article only Tulips, like roses, are symbolic of love, so they would be perfect gifts for Valentine's Day ("Tulips").
Two or three authors	Last names of <u>all</u> authors and page number (if a print source) <i>Print Source:</i> Tulips can help you in the kitchen as well; "tulip bulbs are a good replacement for onions in cooking" (Richardson and Grouse 73). OR <i>Web Source:</i> You can substitute tulips for onions when cooking as well (Richardson, Taylor, and Grouse).			
More than three authors	Last name of first author followed by the phrase <i>et al.</i> and page number (if a print source) <i>Print source:</i> You can substitute tulips for onions when cooking (Richardson et al. 73). OR <i>Web source:</i> You can substitute tulips for onions when cooking (Richardson et al.).			

Each in-text citation should directly match one entry of your Works Cited list. If you cite it in the text, you should credit the entire source in your Works Cited. (This works oppositely as well—if you did not cite the work in the text, it should not appear in your Works Cited list.)

Grade 7: Talk to Me
In-Text Citations Cheat Sheet for MLA

Quoting, Paraphrasing, & Using In-Text Citations: General Rules

- ☆ An in-text citation is used after you use ANY of an author's ideas in your own writing. It does not matter whether you have quoted the author or summarized/paraphrased the information.
- ☆ The citation comes at the end of the sentence that contains information you used from a particular source. If you write a paragraph using information from multiple sources, your citations (as many citations as sources used) will come **DIRECTLY AFTER** the information written about **EACH SOURCE**.
 - **Example—one sentence from one source, followed by information from another:**
It is no longer just schools requiring students pull up their pants—in Florida, it is now a law (Stone)! The Floridian government passed the law requiring teens to pull up their pants past their boxers two months ago, and it will be implemented in schools this school year (Reid 78).
- ☆ Place the in-text citation:
 - where a pause would naturally occur (at the end of a sentence or before a comma)
 - as near as possible to the material documented
 - **BEFORE** your punctuation (i.e. comma or period)

***Bad** (punctuation incorrect):* Pyramids were constructed “thousands of years ago.” (22).

***Good** (punctuation correct):* Pyramids were constructed “thousands of years ago” (22).

- ☆ You can also cite within your sentence. You have two choices:
 - **Choice 1—full citation at end:** *Travelers to Egypt can see over 80 pyramids, used as tombs for kings and queens, constructed “thousands of years ago” (Malak 22).*
 - **Choice 2—author mentioned in sentence:** According to Malak, Egyptian pyramids that were constructed “thousands of years ago” can be seen all over the country (22).
- ☆ **NO** stand-alone quotes! Each quote must be connected to your original writing.

***Bad** (stand alone quote):* “The nation of Egypt has more than 80 pyramids that were built thousands of years ago” (Malak 22).

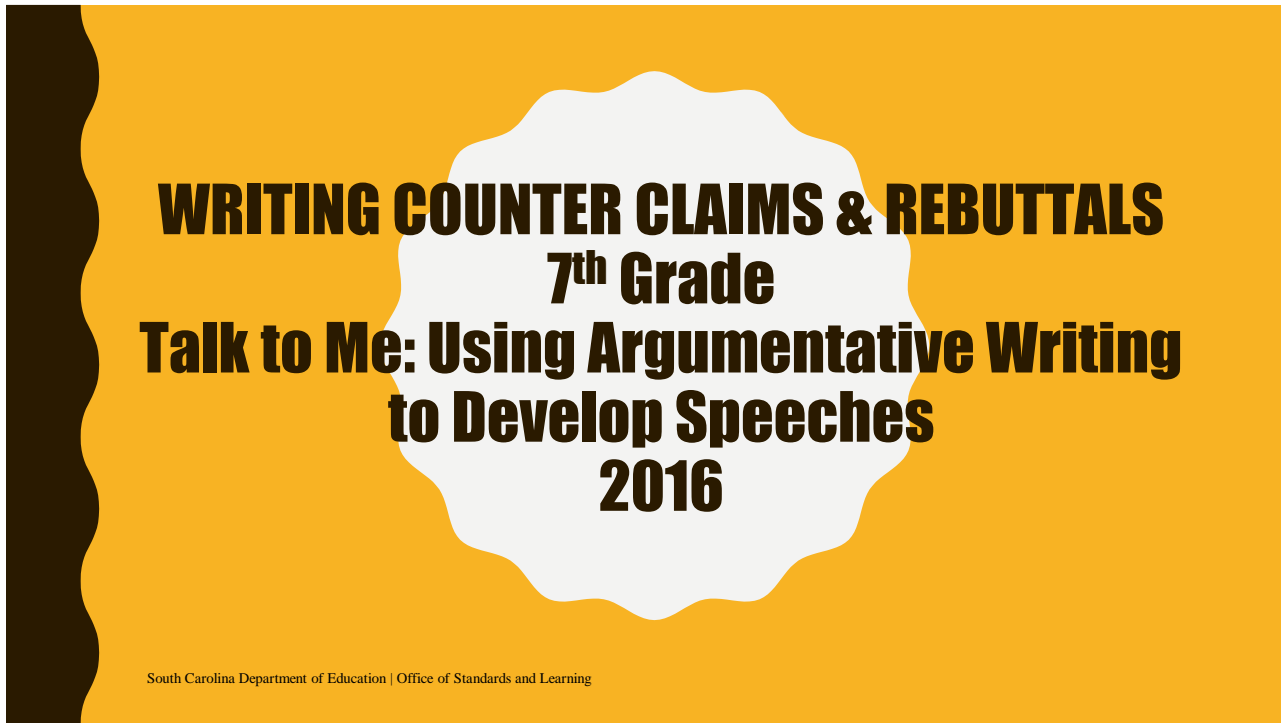
***Better** (combined with original writing):* Travelers to Egypt can see over 80 pyramids, used as tombs for kings and queens, constructed “thousands of years ago” (Malak 22).

- ☆ Make sure the quote makes sense with what you are writing. Don't include an irrelevant quote just to put one in your writing!
- ☆ Double and triple check that you've copied the words correctly when quoting. You don't want to quote incorrectly.
- ☆ Double and triple check that you've changed the sentences completely when paraphrasing. You don't want to accidentally plagiarize by mimicking the original source!

Grade 7: Talk to Me
Writing Rebuttals and Counterclaims PowerPoint

To open the PowerPoint:

1. Click on the image below
2. Select Presentation Object
3. Open



Grade 7: Talk to Me Conclusions PowerPoint

To open the PowerPoint:

1. Click on the image below
2. Select Presentation Object
3. Open



South Carolina Department of Education | Office of Standards and Learning

Conclusions

Grade 7

Talk to Me: Using
Argumentative Writing to
Develop Speeches

2016

Grade 7: Talk to Me
Counterclaim Paragraph Song PowerPoint

To open the PowerPoint:

1. Click on the image below
2. Select Presentation Object
3. Open

The Counterclaim Paragraph Song

An easy way to set up your counter claim paragraph
Sung to the tune of “Dem Bones: The Skeleton Dance”

7th Grade

Talk to Me: Using Argumentative Writing to Develop Speeches

South Carolina Department of Education | Office of Standards and Learning

Grade 7: Talk to Me
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